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ABSTRACT

This paper examines a course within the secondary teacher certification program at Baylor University, Texas. After describing the new versus traditional secondary teacher certification program, it presents details on the course, which is entitled "Teaching in Secondary Schools." This course is intended to be an introduction to teaching especially for candidates working toward certification in secondary schools. It focuses on: required textbooks and resources; focus of the course; dispositions; performance objectives; readings; the field experience; dress code for field experiences; grading practices; case study; exams; cooperative activity; exhibition; attendance and punctuality policy; proposed agenda; and case study rubric. (Contains 153 references.) (SM)

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ED 474 895

Meeting the Challenge of Diversity and Change in the Preparation of Secondary Teachers

Thematic Presentation
Association of Teacher Educators
Annual Meeting
Jacksonville, Florida
February 18, 2003

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Secondary Certification

New Program	Traditional Program
Freshmen Year	
1212 – Introduction to Teaching Tutoring in a primary school 15 hours in the field	1390 – Teachers, Schools & Society Foundations Course 12 – 24 hours in classrooms
1213 – Introduction to Teaching II Tutoring in a middle school 15 hours in the field	
Sophomore Year	
2240 – Teaching in the Secondary Schools Tutoring at the Challenge Academy 15 hours in the field	
Junior Year	
3640 – Teaching Associate Part I Practicum 45 hours	3307 – Reading in the Content Area
3641 – Teaching Associate Part II Practicum 45 hours	3 hour education elective
Senior Year	
Internship – 12 hours Full Time in Schools	4331 – Secondary Methods & Curriculum 4232 –Secondary Classroom Management 4233 – Technology in Secondary Schools Taught in Block – 27 hours at Challenge Academy 27 hours in Pre- Student Teaching
Internship – 12 hours Full Time in Schools	4991 – Student Teaching in Secondary Schools Full Time in Schools

EDF 2240 - Teaching in Secondary Schools – Fall 2002
9:30 TU

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Required Textbooks and Resources

- Rasool, J. and Curtis, C. Multicultural Education in Middle and Secondary Classrooms. Wadsworth/Thomson Learning. Belmont, CA. 2000.
- Williams, P., Alley, R., and Henson, K. Managing Secondary Classrooms. Allyn and Bacon. Boston. 1999.
- Access to e-mail, Blackboard and other Internet services.

Focus Of Course: This course is intended to be an introduction to teaching especially for candidates working towards certification in secondary schools, grades 8-12. Twenty-first-century teachers face a unique challenge; they must meet the needs of all students, including students with unusual talents and students with a wide range of disabilities. Major changes in demographics also demand that teachers have special skills and understandings to succeed in multicultural classrooms. The focus of this course is to introduce the candidates to secondary teaching by tutoring students with disabilities in a multicultural setting.

Dispositions:

- Continuous student assessment is the foundation for instruction.
- Assessment links to what each student needs to learn or has learned.
- Social behaviors are learned and can be taught.
- The role of the teacher includes teaching and modeling appropriate social behaviors.
- Growth as a professional requires reflection and study in collaboration with other professionals.

Performance Objectives:

- The candidate will be able to recognize the importance of responding to the special needs and perspectives of students from diverse cultural backgrounds.
- The candidate will be able to point out key provisions of Individuals with Disabilities Act and suggested procedures for working with youngsters having varying kinds of handicapping conditions.
- The candidate will be able to identify characteristics of special populations.
- The candidate will be able to demonstrate an understanding of student behavior and be able to implement effective ways of responding to inappropriate behavior.
- The candidate will be able to diagnose a student's educational needs.
- The candidate will be able to design appropriate teaching strategies to meet the student's needs.
- The candidate will be able to prepare a case study.
- The candidate will be able to conduct an exhibition of the tutoring experience at the Challenge Academy, focusing on the progress of the student tutored.
- The candidate will be able to create and maintain an electronic portfolio that demonstrates proficiencies related to the program benchmarks.

Information regarding Criminal Records Search: Texas Education Code 22.082 provides that "the State Board for Educator Certification shall obtain from any law enforcement or criminal justice agency all criminal history record information that relates to an applicant for or holder of a certificate issued under Subchapter B, Chapter 21." In accordance with this mandate, SBEC conducts a criminal history check on all applicants for certification.

A copy of this statement is available at http://www.sbec.tx.us/pd/crim_hist.htm. This regulation has been interpreted to permit school districts to require a criminal record search for all volunteers and non-certified employees. It is clarified in another section of the code. Only the district or campus principal can review and interpret the findings of the criminal record search. A private company employed by the school district conducts the criminal record search. Any teacher candidate who cannot pass a criminal record search for EDF 1212, 1213, or 22x0 should consult an attorney to determine the best course of action since he/she may not be eligible for certification. In June 2002 SBEC announced a proposal to require applicants for certification be fingerprinted and to extend the criminal record search to include federal collected by National Criminal Information Center (NCIC), a division of the U. S. Justice Department. No date was announced for implementation of this proposal.

Readings: Readings over the topics listed below will be covered through in class large and small group discussions, a cooperative technique called the jig saw method, and online reflective and interactive postings. Many of the topics will be discussed in cooperative home groups that will be organized via expert groups that will meet outside of class to discuss how to present the topic.

Field Experience: Each candidate will be assigned to one of the sites of the McLennan County Challenge Academy. The Academy educates adjudicated secondary students. Students are assigned to the Academy by a juvenile judge or by the superintendent of a school in McLennan County. The candidate will be assigned a student at the Academy to tutor for a minimum of 15 clock hours. The candidate will diagnose the student's educational needs and tutor the student by designing appropriate teaching strategies to meet the student's needs. The candidate will keep an accurate record of the student's progress and will include that record and examples of the student's work in a case study. The final assessment will be an exhibition that will consist of the candidate making a presentation discussing the case study.

Dress Code for Field Experiences: Candidates will wear a green polo shirt (plain or with a Baylor logo) and khaki pants. Ladies may wear a long khaki skirt or pants. If the shirt is tucked in then a belt must be worn if the pants have belt loops.

Grading Practices: 70% of the final grade will be based on authentic assessment and 30% will be based on reading tests given over the reading assignments.

Special Note: This course may be repeated for credit one time.

Case Study (150 points): The case study is a written report of your experience tutoring a secondary student. Each individual will work one-on-one with a designated student in the field and prepare a comprehensive report that provides extensive information in the following four benchmark categories: Part I: Assessment; Part II: Curriculum Planning and Instruction; Part III: Creating a Positive Learning Environment; Part IV: Professionalism; and, two appendices with evidence of documented teaching and learning performance progress. See attached instructions and rubric.

Exams (150 points): Exams consisting of 10 to 20 multiple choice questions will be given over the reading(s) required for that day's assignment. Each exam will be given at the beginning of the class and either a 5 or 10 minute time period will be designated for exams (e.g., 10 questions = 5 minutes; 20 questions = 10 minutes). Persons coming to class after the exam begins will be given only the amount of time that has not elapsed to complete the exam. A make up exam will be given only if a form is completed and the proper documentation is attached that certifies it to be an excused absence.

Cooperative Activity (125 points): EDF 2240 is a professional course that requires your full participation and attendance. Your presence in this course means that you are pursuing licenser as a professional educator in the State of Texas. All absences directly affect your development, as well as that of your colleagues. As discussed in the

course description, the expectation for all students is that you participate each class meeting with large and small groups. Therefore, your active attendance and participation in all class discussions, activities, planning sessions, professional development seminars, labs and outside endeavors is encouraged and expected. A cooperative activity rubric will be utilized to determine the level of cooperative development that each student exhibits during course activities.

Exhibition (75 points): The Exhibition is a final exam and the Exhibition must be presented during the regularly scheduled final exam time. Anyone missing the exhibition will lose the presentation points.

Attendance and Punctuality Policy:

- Every two absences will result in a letter grade deduction from the final course grade (e.g., two absences will reduce a letter grade of A to a letter grade of B, etc.).

- Arriving to class or field experience meetings more than 10 minutes late will be counted as a tardy. Two tardies will equal one absence.

- A student who misses more than 25% of the class meetings of a course automatically fails.

PLEASE NOTE: I realize that circumstances beyond your control may cause you to arrive late, leave early, or miss class. If you would like for me to consider extenuating circumstances related to an absence, please complete the Absence Documentation Form, attach relevant documentation, and submit this to me as soon as possible after you return to class. Although I appreciate a verbal explanation, I am unlikely to remember this at the end of the semester, thus it is imperative that you provide written documentation of the reason for your absence or tardiness. I will take into consideration reasonable conflicts when calculating final course grades.

Letter grades at the end of the course will be awarded according to the following scheme:

Grade	Point Range	Percent
A	455-500	91-100
B+	435-454	87-90
B	405-434	81-86
C+	385-404	77-80
C	355-384	71-76
D	300-354	60-70
F	below 300	below 60

E-Mail and Blackboard: E-mail will typically be checked daily and you should expect a response within a 24 hour period of time. It is your responsibility to stay up-to-date with course activities and assignments via attending class, checking e-mail listserv announcements and course homepage postings via Blackboard. Blackboard will be used as a primary online source for obtaining course information, updates, and reflective communications.

Course Agenda: All course calendar dates and assignments are subject to change during the semester due to unforeseen conflicts in scheduling, weather, and professional development opportunities. Please refer to the most current course calendar for assignment due dates, reading assignments, and exam dates. In addition you should maintain contact with the course homepage (via Blackboard) and e-mail listserv in order to receive the most up-to-date information regarding course activities and assignments.

EDF 2240 Proposed Agenda

August 27 - Introductions, Challenge Academy presentation, syllabus, text books, discussion of course:

- Representative from the McLennan County Challenge Academy
- Who's Who and What's What: An introduction to your colleagues and the course.
- Electronic Portfolio: As a requirement for admission into and completion of the School of Education Teacher Education program, you will be required to create and to maintain an electronic portfolio that demonstrates your proficiency related to the program benchmarks. A mandatory informational meeting will be held on Thursday, Sept. 5, 2002 from 5-7 pm in Bennett Auditorium. The focus of this meeting will be an introduction to teacher candidate portfolios and Novice Dispositions and Benchmarks. Your course grade will be affected adversely if you fail to attend this meeting and/or if you fail to complete and post an electronic portfolio.

August 29 - Social and Educational Contexts - Williams Ch 1:

- A Changing Society
- A Learning Environment
- Readings:
- John Dewey and American Democracy by Robert Westbrook
- Revolution, Education, and the Practice of American Democracy by Carl Glickman

September 3 - Communication Strategies – Williams Ch.4:

- Communicating with Students
- Modes of Communication
- Fuss, Cuss, and Discuss: Creative
- Conflict Resolution and Communication
- Models for Student and Teacher Empowerment

September 5 - Creating a Context for Multicultural Education – Rasool Ch. 1:

- Brief History
- Definitions
- Readings:
  - Questioning the Status Quo: The Politics of Empowerment by Ira Shor
  - Multiculturalism as Compulsory Chapel by George Will
  - Motivating Future Educators Through Empowerment: A Special Case by A. Cheryl Curtis and Joan A. Rasool
  - Multicultural Education: For Freedom's Sake by James A. Banks

September 10 - The Role of Race, Class, and Gender in the Classroom - Rasool Ch. 2:

- Race and Racism
- Class
- Connecting Race, Gender, and Class with Position and Privilege
- Readings:
  - Report: U. S. Gap between Rich, Poor is Widening and If Poverty is the Question... by Paul Wellstone
  - White Privilege in Schools by Ruth Anne Olson
  - The Multicultural Me by A. Cheryl Curtis
  - Anytown High School: A Profile of Pluralism by Alison R. Benoist
  - Failing in Fairness: How America's Schools Shortchange Girls

September 12,17,19,24, and 26 - Challenge Academy
Online Discussions and Reflective Postings: Topic 1

October 1 - The Impact of Cultural Learning Styles and Racial Identity on Learning – Williams Ch. 12, Rasool Ch. 3:

- Cultural Learning Styles
- Racial and Ethnic Identity
- Implications of Racial Identity

- Readings:
  - Do You Know Why They All Talk at Once?: Thoughts on Cultural Differences
  - Between Hispanics and Anglos by Suzanne Irujo
  - Learning, Chinese-Style by Howard Gardner
  - Praising My Individuality by Amy Baker
  - Cultural Identity Groups Overview and Framework by Phyllis C. Brown

October 3 and 8 - Diversity, Special Education, and Multiculturalism – Williams Ch. 11, Rasool Ch. 9:

- A Brief History
- Culturally Responsive Practices for Disabled Students
- Readings:
- Multicultural Education: A Challenge foe Special Educators by Ann V. Dean, Spencer J. Salend, and Lorraine Taylor
- Culturally Sensitive Instructional Practices for African-American Learners with
- Disabilities by Mary E. Franklin
- Language Differences: A New Approach for Special Educators by Carolyn Temple Adger, Walt Wolfram, and Jennifer Detwyler

October 10 and 15 - Understanding the Behavior of Secondary Students – Williams Ch. 8:

- Meeting Needs
- Dealing with Bullies
- Adolescent Wants and Needs
- Growth Patterns
- Conflict and Violence
- Seeking Solutions

October 17,22,24,29 and 31 - Challenge Academy

Online Discussions and Reflective Postings: Topic 1: Effective Decision-Making and Classroom Management – Rasool, Ch. 4 (Post Oct. 22); Topic 2: Effective Decision-Making in Pluralizing Content – Rasool, Ch. 5 (Post Oct. 29).

November 5 - Youths in Crises: Solving Social Problems and Teacher/Community Change Agents – Williams Ch. 10, Rasool Chs. 8 & 10:

- Gangs and Cults
- Graphics, Symbols, and Language
- Preventing Violence
- Crisis Management
- Fighting

- Weapons
- Teacher/Community Change Agents

November 7 and 12 - Severe or Chronic Misbehavior:

- Building Trusting Relationships
- Holding Students Accountable
- Identifying Students Needs

November 14,19,21,26, and December 3 - Challenge Academy

Online Discussions and Reflective Postings: Topic 1: Supporting Students Reading, Writing and Language – Rasool, Ch. 6 (Post Nov. 19); Topic 2: Culturally Responsive Assessment – Rasool, Ch. 7 (Post Nov. 26).

December 5 - Debrief, Wrap Up, Begin Exhibitions

December 12 (1:30-3:30) – Exhibitions (Case Study Due)

EDF 2240 Case Study Rubric

Assignment Value: 150 points

The case study is a written report of your experience tutoring a secondary student. Please use only the first name of your student. Parts I-IV of your report should be 7-10 typewritten pages in length. Please double-space, use a font style and size similar to this (12 point, Times New Roman), and set all margins at 1". Please proof-read carefully. Your report will be divided into the following sections:

Part I: Assessment (25 points)

- Describe how the assessment data you collected helped you to understand what the student knew and what the student needed to learn.
- Describe other sources of information that helped you to understand what the student knew and what the student needed to learn.

Part II: Curriculum Planning and Instruction (25 points)

- Describe how you used the assessment data and other sources of information to plan and implement instruction.

Part III: Creating a Positive Learning Environment (25 points)

- Describe how you established a positive rapport with the student by attending to antecedents, behaviors, and consequences.

Part IV: Professionalism (25 points)

- Analyze and reflect on how the student changed over the semester.

- Analyze and reflect on how you changed as a teacher over the semester.

Appendix A: Student Data (25 points)

- Place all assessments and other work that the student completed in this section.
- Please date each entry and organize in chronological order. This will serve as evidence of the progress your student made during the semester.

Appendix B: Instructional Materials (25 points)

- Select 3 items to include in this section. These should be instructional materials that you used for tutoring (worksheets, games, manipulatives, etc.). If the item does not fit gracefully into a notebook, take a picture of it. Each item included in this section must be accompanied by a one page (typed) description. In your description, explain: 1) how you used this item to help the student gain proficiency with a specific skill, 2) the results the student achieved when using this item, and 3) how this item influenced your thinking about assessment, curriculum planning & instruction, and creating a positive learning environment.

Each course participant will be evaluated using the Writing Assignment Rubric listed below: The case study:

- is well organized and developed
- exhibits good sentence variety
- exhibits good paragraph construction
- exhibits correct grammar
- exhibits correct spelling, good vocabulary choice
- exhibits good sequence and narrates from beginning to end
- exhibits complex descriptive sentences with comparing and contrasting statements
- exhibits figurative language noting examples
- exhibits good control of ideas and supportive conclusions
- displays clear facility in the use of language, terms, concepts and content

Exhibition Rubric and Scoring Sheet

Category I Appearance (20 points)
Dress as a professional in what would be appropriate for a teacher

Category II Presentation (50 points)
Use of effective presentation skills

a. Opening (5 points)
b. Present in appropriate sequence (5 points)
c. Make no significant errors (5 points)
d. Explain clearly (5 points)
e. Use correct grammar (5 points)
f. Use accurate language (5 points)
g. Demonstrate written skills (5 points)
h. Maintain appropriate pace (5 points)
i. Keep focus (5 points)
j. Closure (5 points)

Category III Time of Presentation (5 points)
Presentation should last between 6 and 10 minutes

Name _____ **Date** _____ **Semester** _____

Category_____ **Points**_____

Comments:

_____

_____

I. Appearance (20 points):

- Dress as a Professional
- Appropriate for a teacher

_____

II. Presentation (50 points):

- Use of effective presentation skills

Opening (5 points):

_____

Presents in appropriate sequence (5 points)

_____

Makes no significant errors (5 points)

_____

Explains clearly (5 points)

_____

Uses correct grammar (5 points)

_____

Uses accurate language (5 points)

_____

Demonstrates written skills (5 points)

_____

Maintains appropriate pace (5 points)

_____

Keeps focus (5 points)

_____

Closure (5 points)

_____

III. Time of Presentation (5 points)

- Lasts between 6 and 10 minutes

Cooperative Activity Rubric and Scoring Sheet

Scoring Key (125 Point Value)
5 - ALMOST ALWAYS 4 - FREQUENTLY 3 – OCCASIONALLY
2 – SELDOM 1 - ALMOST NEVER

Category One: Class and Group Preparation (25 points)

The Student:

_____ Brings materials and resources for active participation.
_____ Contributes materials and resources beyond those assigned.

Category Two: Class and Group Initiative and Participation (25 points)

The Student:

_____ Actively engages in course activities through verbal performances.
_____ Actively engages in course activities through non-verbal performances.

Category Three: Collective and Individual Professional Development Initiatives (25 points)

The Student:

_____ Collaborates with course colleagues in the development and presentation of course assignments.
_____ Demonstrates active pursuit of learning by communicating with professor before and after scheduled class time.
_____ Distinguishes her/himself as a leader in course activities.

Category Four: Technology Application (25 points)

The Student:

_____ Engages in the electronic learning forum.
_____ Offers questions or comments via e-mail listserv and other online forms of communication.

Category Five: Attendance and Reliability (25 points)

The Student:

_____ Attends class sessions regularly.
_____ Attends course meetings at appointed times.

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